

SPECIAL EDUCATIONAL NEEDS POLICY

PART 1: Quality of education provided

PART 2: Spiritual, moral, social and cultural development of pupils

PART 3: Welfare, Health and safety

PART 6: The provision of information for parents, carers and others

To be read in conjunction with:

Teaching and Learning Policy

Curriculum Policy

Equalities Policy

SMSC Policy

Reviewed: 28th May 2014, 14th May 2015, 4th March 2016, 5th April 2017

This policy details how Hopedale School promotes the successful inclusion of pupils with special educational needs, disabilities and English as an additional language.

At Hopedale school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. In addition, a clear distinction is to be made between English as an Additional Language and Special Educational Needs. Most pupils who have English as an additional language, who require additional support, do not have Special Educational Needs. This policy however, covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

' Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs, disabilities or EAL and ensure that their needs are met;
- to ensure that students with special educational needs, disabilities or EAL join in with all the activities of the school;
- to ensure that all learners make the best possible progress;
- to ensure parents/carers are informed of their child's special needs and that there is effective communication between parents and school;
- to ensure that learners express their views and are fully involved in decisions which affect their education;

- to promote effective partnership and involve outside agencies when appropriate.

The success of Hopedale's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed detailing the effectiveness of the provision made. The Principal will set new success criteria, and monitor progress. The range of support made in the school each year in response to identified need is detailed in the Hopedale provision map.

The named SEN coordinators for the school are Amy Hopkin and Sarah-Jane Cuncannon-Edwards. A member of the school's team of critical friends, Sarah Deaville, takes a special interest in SEN.

Hopedale school supports LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the SEN and Disability Act 2001 and the Special educational needs and disability code of practice: 0 to 25 years (2014, updated May 2015). Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The Hopedale three year Disability and Discrimination Act plan should be read in conjunction with this policy

Our SENCO has the following specialisms: social, emotional, behavioural and mental health difficulties, autistic spectrum disorder, communication systems, moderate and severe learning difficulties.

Identification and Assessment of special educational needs

The school is committed to prompt identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014 (updated May 2015), for those children who do not already have a statement of special educational needs or EHC plan. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCOs in order to decide whether additional and / or different provision is necessary.

Individual Education Plan

Every child has an Individual Education Plan (IEP). This is written by class teachers but always in consultation with pupils and parents/carers. It may also involve consultation and advice from external agencies.

The IEP sets targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used

- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IEP is a working document, which, in addition to a weekly informal review, will be formally reviewed at the end of each term and the outcomes will be recorded. If, despite significant support the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils, parents/carers and social workers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The majority of pupils at Hopedale have statements of SEN or EHC plans, so in addition to the review of IEPs, their progress and the support outlined in their statement/plan will be reviewed annually and a report provided for the Local Education Authority.

The school will liaise with other agencies to arrange Transition Plans for pupils with Statements (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.)

Individual Behaviour Support Plans

Every pupil at Hopedale has a detailed Behaviour Support Plan. This document is created through collaboration with the pupil, parent/carer and class teacher, and contains information regarding typical behaviours, triggers, management strategies and risk. The BSP also outlines the support in place to help the pupil achieve key behaviour targets.

English as an Additional Language

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language, their backgrounds, and their cultural and religious diversities. As a school, we are aware that bilingualism is a strength and that EAL pupils and their families have a valuable contribution to make to both the school and the community.

Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start. Learning an additional language may present challenges to the curriculum. Resources and support should be available where necessary for the pupils to access the curriculum.

It is the role of class teachers and designated teaching assistants to liaise with the families of children with EAL and encourage and enable them to participate as fully as possible in school life. The school recognises the importance of effective and reciprocated relationships with all

parents and acknowledges that families must be supported to feel confident in approaching the school. To encourage this, parents and or carers are offered additional support with the completion of registration documents and consent forms, and with the understanding of individual education plans, curriculum overviews, pupil progress reports and surveys. We aim to use plain English (and translators and interpreters, where appropriate and available), to ensure good spoken and written communications.

Correct pronunciation of pupils' names is always ensured and their names are not Anglicised. All new EAL pupils should be allowed a quiet time where they can have time out from the classroom to think in their own language without the pressures of constant translation.

We encourage celebration of the linguistic, cultural and religious background of pupils and hold specific celebrations to educate the whole school about the diverse languages and cultures represented within our community.

Access to learning requires attention to words and meanings of each subject. Meanings and understanding of words cannot be assumed but must be made explicit. The home languages and cultures of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. Although many pupils may acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and

more detailed, and can require support throughout their school life. There is often a "silent" period where the child is reluctant to speak. This period can last up to a year and support and understanding must be exercised at this time, with positive reinforcement being the key factor to encouraging speech. Teaching and support staff play a crucial role in modelling uses of language. Good modelling of language rather than correction is encouraged.

Consideration and sensitivity must be given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of all families. EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography as well as for other subjects where appropriate. Where possible, Humanities should sessions on the history and geography of the EAL pupil's country of origin at the same time as the current topic.

Opportunities for speaking and listening run throughout the curriculum. In subjects other than literacy, staff can sometimes scribe for the pupil, giving them a rest from process of translation and then writing. Appropriate materials such as, dictionaries, key word lists and visual cues will also be used for additional support as needed.

Pupils Records

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

Funding

Hopedale provides the relevant local authorities with an annual account of funding received, and expenditure incurred, by the school in respect of any pupil that they wholly or partly fund. This information may also be published by request of the Secretary of State.

Complaints and Representation

The schools' **complaints procedures** are available from the school office, and on the school website. The child's key teacher will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school will provide information about the **Parent Partnership Service** to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Training

The school makes an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the SEN training needs of staff.